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ABSTRACT

It is an open question to what extent young people in Japan leaving educational institutions at various levels for their first job have the knowledge of the labor market, occupational choices open to them, and their own individual occupational talents. The objective of this paper is to study the structure of the supply of occupational and labor market information, the availability of such information to young people who are leaving educational institutions for the labor market, and the efficiency of the current system of providing such information. Contents include: school system in Japan; the level of schooling of the Japanese youths; occupational education in the formal schooling; signs of changes in the school system; institutional framework of placement of school leavers; career counseling and placement procedures of junior and senior high school leavers; and occupational counseling and placement procedures in junior high schools, senior high schools, and colleges. (BZ)

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Occupational Information, Placement and Choices for the Japanese Youths.

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I. Introduction.

It is an open question to what extent young people leaving educational institutions at various levels for the first job have the knowledge of the labor market, occupational choices open to them, and their own individual occupational talents. The knowldedge of these matters is important to have the labor market function as a mechanism of the allocation of manpower resources and also important from individual point of view in their process of occupational choice. The objective of this paper is to study the structure of the supply of occupational and labor market information, the availability of such information to young people who are leaving from educational institutions for the labor market and the efficiency of the current system of providing the labor market and occupational information.

I-1. School System in Japan.

The School Education Law of 1947 classifies school into two broad categories. The first group is what is identified as formal schools. The other category includes "non-formal schools". The formal schools include primary schools (6 years of schooling from age 6), junior high schools (3 years from age 13), senior high schools (3 years from age 15) and institutions of higher education.

The first nine years of schooling, primary and junior high school education, is designated as compulsory education. The diversity of carricula begins at the level of senior high school education in relations with occupational education. Besides the "ordinary" or academic stream, the "occupational" stream becomes available at the senior high school level. One relatively new development in the occupational training in the system of formal education is the introduction of "higher technical schools" in 1962. Higher technical schools accept the junior high school graduates and train them for five years, which is therefore equivalent to the junior colleges with respect to the total number of years of education. This is

designed to train young people for technician occupations mainly in engineering.

At the higher level, the major types of educational institutions are four-year universities and colleges, and two-year junior colleges. Graduate schools are attached to the major four-year universities and colleges.

According to the School Education Law, besides public bodies private bodies can establish schools. Thus at all levels of schooling, there are private schools operating besides public ones. The private schools are relatively more important at higher levels of education and in the area of non-formal schools as indicated in Table 1. The public schools are under the control either of municipal, prefectural or central government.

Non-formal schools are all those not included among the formal schools, and are less tightly controlled by the Ministry of Education with respect to curriculum and the quality of educational services they provide. This group of heterogeneous schools primarily consists of various types of vocational schools and institutions for study and practice of personal hobbies or cultural interests. Most non-formal schools are run by private profit-making organizations. Non-formal schools are classified into two broad groups. One is vocational non-formal schools (Senshū Gakkō) and the other ordianry non-formal schools (Kakushu Gakkō) which are mainly for non-vocational learning. In the 1976 amendment of School Education Law, Senshū Gakkō or vocational non-formal school was first institutionalized. They are obliged to meet certain minimum requirements set by law; the major requirements are (1) that the total class hours should be 800 hours or more a year (450 hours or more for night courses), (2) the duration of of schooling should be one year or longer, and (3) the total number of students should be 40 or more. Those Senshū Gakkō's which accept junior high school qualification as the minimum entrance requirement are identified as ordinary vocational non-formal schools (Kōtō Senshū Gakkō) and

those which require senior high school as the minimum requirement are identified as advanced vocational non-formal schools (Senmon Gakkō). Most of the non-formal schools for vocational training belong to the latter type. The graduates of Senmon Gakkō's are regarded as equal to junior college graduates in the labor market.

I-2. The Level of Schooling of the Japanese Youths.

The average level of educational achievement of the Japanese population has been rising at a considerably high rate through the postwar period. At the point of graduation from junior and senior high schools, the percentage of the graduates who seek a higher level of education increased as indicated in Table 2. Junior high schools were important source of industrial workforce in earlier part of the postwar period. However, about latter half of the 1960's employers gradually had to give up junior high school graduates as potential recruits due to the decreasing number of them and deteriorating average quality of junior high school graduates.

The rising level of education of young people is reflected in the level of educational attainment of the new entrants to the labor market as indicated in Table 3. In 1979, about 52 percent of the people seeking the first full time job were the people with senior high school education, 28 percent with education in four-year universities, and 8 percent with junior high school education.

I-3. Occupational Education in the Formal Schooling.

Compulsory education emphasizes general education and elements of vocational education are largely excluded from the curriculum.

At the level of secondary education, educational programs are more varied with regard to general and specifically occupational components. Table 4 indicates the distribution of the number of students in the senior high school system by curriculum. The general course is mainly for aca-

demic training, presumably for those who aspire to higher education, although students of vocational courses enounter no institutional restraint in applying for admission to university.

What is important is the fact that the increasing proportion of young people are seeking higher education as indicated previously in Table 2. For those going to junior colleges or universities, in preparation for the competitive entrance examination, it is advantageous for them to take the academic course in senior high school. But even for people who are going to take a job after finishing senior high school, it is not particularly disadvantageous to go to an academic high school. For employers, especially large ones, the occupational preparation by applicants is not the most important consideration in the selection process. All in all during the postwar period a strong preference has developed for academic course at the senior high school level. The unfortunate result of this general tendency is that people come to look down upon vocational high schools as places for less gifted students. The morale of students as well as teachers in some vocational senior high schools is reportedly very low; mainly because, some of the students ended up in these schools not by their own choice, hence have little motivation to learn.

At the level of higher education as well, especially universities and junior colleges, students at the end of their education have little capability of handling the occupations they are supposed to to be trained for. This is particularly pronounced in social sciences and humanities compared to engineering and sciences. The problem is a composite of the lack of vocational orientation in the educational programs as well as the general poor quality of Japanese higher education. For example, students in the department of commerce in typical Japanese universities have no opportunity to visit or work in a business organization as part of their training or are they seldom exposed to the study of cases of practical management

problems.

I-4. Signs of Changes in the School System?

The increasing demand for higher education in Japan seemed not so much related to the demand for college graduates in the labor market as with unproved belief that college education by itself brings forth a higher lifetime income and social prestige. The rate of senior high school graduates entering universities has shown a strong upward tendency in the postwar period until 1978 when the rising rate of college entry came to stagnate and subsequently slightly dropped. During the period of the rising rate of college entry, the internal rate of return for four-year college education was estimated on before tax basis to be decreasing from some 13 percent in 1954 to less than 6 percent in 1973 (Umetani 1977: 113). The rate of college entry is known to be strongly correlated to per capita disposable income with income elasticity of the college entry rate being greater than 1 for most years in the postwar period (Umetani 1984:96).

These findings indicate that the demand for higher education has been only weakly related with the demand for college manpower. The rapid increase in the supply of college trained manpower resulted in the deterioration of the relative earnings position of the college graduates. People finally began to realize that college education per se does not bring about good jobs and a higher income. Together with the aftermath of the oil crisis of 1973, they seem to have become more cautious in the choice of education/training and occupation.

The changes in the attitude of people seem to be reflected in the education market in various ways. One of the marked changes is the expansion and the favourable social recognition of vocational non-formal schools (Senshū Gakkō). The number of students enrolled in Senshū Gakkō

increased rapidly since 1976 when it was first initiated separate from Kakushu Gakkō. In 1979, there were 416,000 students enrolled in Senshū Gakkō, which is 42,000 more students than the total number of junior college students. According to the survey by Japan Recruit Center, 65 percent of the 5,200 firms surveyed expressed their desire to recruit the Senshū Gakkō graduates. The area of competence these firms were interested in recruiting were data processing and computer operation (70 percent of the firms wishing to recruit from Senshu Gakkō), and accounting and book keeping (45 percent) (Nihon Keizai Shimbun, September 29, 1984). According to another survey by the same organizaition, 68 percent of the 1,098 firms surveyed regarded Senshū Gakkō graduates as equally competent with respect to vocational knowledge and skill compared with junior college graduates and 27 percent of the firms thought they are equally competent compared with university graduates (Nihon Keizai Shimbun, July 27, 1984).

Another new development in education is an attempt to reform vocational senior high schools. In 1985, the Ministry of Education formed Advisory Council for the Improvement of Industrial Education. They invited 21 specialists such as the school masters of vocational senior high schools to join the Council. The major purpose of the Council is to formulate the concrete means to revitalize and improve the vocational senior high schools. The Council will study the possibility to introduce new teaching subjects such as in the area of electronics, biotechnology, new industrial materials, and modern data processing in order to serve the needs in the age of new technology. Institutional reformations are also under consideration. For example, the recognition of credits taken in other vocational high schools or Senshū Gakkō is under consideration making it possible to give a greater number of credits to practical learning outside the school (for example learning/experience in business firms, etc.) than possible under the existing regulation.

Some vocational high schools are trying some innovations under the existing institutional framework. One such school is Niiza Comprehensive Technical Senior High School in Niiza, Saitama. This school consists of courses in Electronic Machinery (80 places for each grade), Information Technology (40 places), Industrial Designing (40 places), Commerce (90 places), Apparel Designing (40 places), and Food Preparation (40 places). Although in the official guideline by the Ministry of Education, practical learning in firms and/or factories is encouraged in the curriculum of vocational senior high school, very few schools actually include this type of programs in the curriculum. According to Mr. Kazuo Soeda, chief career counselor at Kawaguchi Industrial Senior High School[1)], the unpopularity of the practical learning is due to the insufficient number of staffs for all the additional work load which will be necessitated by such an attempt, for example, making arrangements with employers of students' traineeship and supervising students while working outside the school. In Niiza School they managed to have two weeks of practical learning in firms and factories in Saitama and Tokyo for all students. The school also attempts to provide students as much flexibility in the selection of subjects according to their interests and needs. The efforts on the part of the Niiza School attracted much attention of prospective students resulting in the better qualified as well as more motivated student body. The selection of the students for admission is usually based on academic paper tests in most vocational as well as ordinary senior high schools. In recent years, however, increasing number of schools, especially vocational senior high schools, admit students by recommendation of junior high school they come from. In the case of Niiza School, they set the quota of 45 percent of the new students for recommended students. In 1984, the School had 3.3 times more applicants than the available seats (Nihon Keizai Shimbun,

December 3, 1984).

In Chiba Prefecture, the voluntary association of engineering teachers in vocational senior high schools organized a work group to study the needs for new machinaries and facilities to cope with the changing industrial needs. For example, there was not a single NC machine in the vocational high schools in Chiba at the time of the initiation of this work group (Nihon Keizai Shimbun, June 15, 1983).

It seems reasonable to assume that the changes now occurring are the signs that young people and their parents began to reconsider the choice of education and job, and there seems to be some positive responses to such changes on the demand side of education. The strong preference for academic training in higher education has not indicated any change or moderation in recent years. It is even being intensified. But people began to realize that going to a marginal university and work in the job that does not require college qualification is a highly inefficient investment as well as rather a frustrating life plan.

II. Placement of School Leavers.

II-1. Institutional Framework of Placement of School Leavers.

The legal rules and regulations of employment exchange are set by Employment Security Law of 1947. It is stipulated in this law that employment exchange service can be provided by four different types of agencies. They are;

(1) Public Employment Security Office (to be referred to as PESO hereafter) which directly reports to the Minister of Labor and there were 482 offices all over the country as of 1982.

(2) Schools[2)] which can work as an employment exchange either on their own (Art. 33-2) or at the request of PESO (Art. 25-2).

(3) Fee-charging employment agencies for designated and limited occupa-

tions (Art. 32).

(4) Free employment exchange service by non-profit-making organizations including schools[2], non-formal schools and trade unions (Art. 33).

Besides these agencies, job market is legally possible to operate without an intermediary through means of advertising in newspapers, magazines or at factory gates. These are in fact important information sources for job seekers especially for experienced workers. In 1974, out of all the placements of experienced workers 21 percent were through advertisement, 24 percent through PESO, 28 percent through personal contacts (Sano and Okazaki 1980:117).

The general principle of the Law is that the employment exchange services are to be supplied by PESO and non-profit-making organizations such as schools, trade unions and professional associations. This rather strong principle is a precaution to prevent exploitation by employment brokers, money lenders or some employers in view of the tragic experiences in the prewar period. An exception of this principle is the case of "artists, musicians, entertainers and other highly specialized scientific or professional personnels". Fee-charging employment agencies can be established for these services by obtaining a license from the Minister of Labor (Art. 32).

The relationship between schools as defined by School Education Law and PESO is two-folded one. The Law stipulates that PESO shall co-operate with schools to provide labor market and job information to students. It is also expected to make every possible effort through co-operation of the PESO network to offer as much job opportunities as possible to schools (Art. 24 and 25-2). It further provides that in doing these functions the director of PESO when deemed appropriate can commission part of the functions of PESO to the head of school with the agreement or at the

request of the head of the school. The functions of PESO which can be commissioned to schools are limited to the following;

(1) to accept the recruitment cards[3] from employers and forwarding them to PESO,

(2) to accept the application for a job from students,

(3) to make arrangements to have the prospective employers and applicants to meet,

(4) to provide vocational guidance,

(5) to conduct counselling after placement,

(6) to make arrangements for job applicants to enroll in public vocational training program when necessary or appropriate.

The other aspect of the relationship between PESO and schools may be initiated by the voluntary action of schools to establish free employment exchange for graduating students by notifying the Minister of Labor (Art. 33-2). In the case of non-formal schools, they cannot be commissioned the functions of PESO since they are not "schools" under the School Education Law, but they can establish an employment exchange free of charge if they have a proper status of judicial person.

II-2. Career Counseling and Placement Procedures of Junior and Senior High School Leavers[4].

According to the guideline for teaching (Gakushū Shidō Yōryō) by the Ministry of Education, academic and occupational counseling in junior and senior high school consists of four elements;

(1) to make students recognize their own capability, personality, occupational interests and aptitude,

(2) to provide students the necessary and sufficient information for those for higher levels of education as well as those seeking a job at graduation,

(3) to help students develop wholesome views on occupational and work career,

(4) to help students actually plan their education/training and occupational choice.

To support the career counseling in junior and senior high schools, the Ministry of Education prepares handbooks for career counselors, give various seminars and training sessions for the counselors as well as for head and deputy head masters of schools and ordinary teachers, and provide supports to the local governments[5] to prepare information handbooks for career guidance.

Based on a Ministry of Education decree, in junior and senior high schools at least one of the teachers has to be appointed as a career counselor. The counselors have to serve for the two different groups of students; one for going into the job market at graduation, and another for further education, which often necessitates the students to take a competitive academic examination. The counselors are appointed from the teaching staffs of the school. The duty of career counselors is additional one to the teaching, which make the total work load considerably heavier for some teachers.

The duties of the counselors is summarized as follows.

(1) Implementation of occupational and academic guidance and counseling.

(2) The planning of the career guidance and placement on annual basis and to work as a coordinator for the implementation of the annual plan for the whole school.

(3) The collection of information of job market and distribution of such information to students and other teachers.

(4) To maintain contacts with PESO and employers.

In the actual practice of career planning and guidance, the each

home room teacher is responsible to do the job. In the home room classes he or she will discuss the personal aptitude, occupational and academic choices open to the students and distribute information as well as talk individually with students and their parents about their occupational and academic choice and do administrative works for job and academic applications. It is often pointed out by counseling specialists that effectiveness of occupational and placement counseling depends very much on how seriously the home room teacher takes the front-line duties of occupational counseling.

II-2-1. Occupational Counseling and Placement Procedures in Junior High Schools.

In junior high schools 6 home room hours is a standard to be allocated to career guidance with the total of 18 hours for three years. Home room teachers meet each student formally at least once a year for career counseling. It is customary in most schools that in this meeting in the third year, beside the student his/her parent is invited to meet the teacher; but in the first and the second year the parent may or may not be present in the meeting. In case of job seekers, the subjects of discussion in these meetings usually include the student's academic and other performance in the school, personal interest and aptitude, possible types of occupations, the general situation of the labor market and the companies he/she may apply for employment.

In the third year in collaboration with the local PESO occupational counselor arranges a series of occupational aptitude tests for those who wish to take a job at graduation. The results will be made use of in the process of making a choice of the type of jobs to apply.

In Urawa City, the school provides each student a 3-volume reading material entitled The Life in Junior High School and the Choices after Graduation, 3 vols, edited jointly by the Saitama Prefecture Junior High

School Study Group on Career Choices (Saitama-ken Chūgakkō Shinro Shidō Kenkyū-kai) and the Japan Association of Career Counseling (Nihon Shinro Shidō Kyōkai). Each volume is to be read in each grade. These materials provide the general information for academic and occupational choices, including the meaning of work and study, the concepts of occupations and industries, the general description of various types of occupations, the relationship between aptitude and the choice of occupation, what kinds of training/educational opportunities are available to get necessary qualifications for certain occupations and the list of schools and vocational training institutions in the easily accessible areas.

In addition to these reading materials, in the case of junior high schools in Urawa, the public junior high schools in the city collaborate to prepare a more practical information booklet for the third year students. The booklet includes, besides information on senior high schools and their examination schedules and procedures, what to know about oneself to make an occupational choice, the expected amount of salary or wages for fresh junior high school leavers, what are the differences between small and large companies as a place of work, the procedure of job application, how to dress and behave in a company screening tests, and the information about public vocational training institutions and Senshū Gakkō (non-formal vocational training schools) in the vicinity and the occupational licenses possible to obtain for junior high school leavers.

The relationship between occupational counselors in junior high schools and local PESO is a rather close one. In the first semester[6] PESO calls for a meeting of junior high school career counselors in the area for general information exchange. Then in the second semester PESO organizes a visit for counselors to the establishments of the prospective employers. In September-October, junior high schools arrange occupational aptitude tests for job seeking students in collaboration with PESO.

The recruitment process is rather tightly controlled by PESO and schools. The Ministry of Education and the Ministry of Labor in collaboration with the employers associations set the recruitment schedule of the year. This is due to the past experiences that the competition among employers for better graduates made the screening earlier year after year resulting in, according to school teachers and the Ministry of Education, the serious disruption of schooling for the third year students. In recent years, the recruitment schedule is set as follows.

July 1 and on.	PESO begins to accept recruitment cards from employers.
Middle of October and on.	The recruitment cards after PESO's approval made open for review by school counselors and students.
December 1 and on.	Application for employment to be submitted to each employer through junior high schools.
January 1 and on.	Screening test by employers.

In the case of junior high schools, it is customary that most of all the vacancies are first accepted by PESO from employers then made open by PESO in the form of recruitment card. According to Mr. Sakamoto of Harayama Junior High School, approximately 80-90 percent of vacancies are notified to the school through PESO. The rest come directly to schools, but even those have to be first brought to PESO and the recruitment card has to bear the PESO's stamp of approval when it arrived at schools. However, all these rules and regulations are not based on legal decree, and the violation can occur without any formal sanction. In case of junior high schools, and for that matter senior high schools, the rules seem to be fairly well honoured; only ignored occasionally in the period of extreme labor shortage in the past. However, the situation is entirely different in the college labor markets as will be discussed shortly.

The sources of the information on job market is almost entirely limited to PESO. Other information sources such as newspapers and factory gate

advertisements, recruitment magazines have little to do with the fresh school leavers including junior and senior high school and university leavers. The reason is that employers seem to look at the labor market of the freshers and the experienced workers as entirely different ones. The openings in mass media such as recruitment magazines[7)] and newspapers are for part-time jobs, temporary jobs or for extremely small and hence often unstable employers. They are for immediate hiring. On the other hand, the openings for fresh graduates are presumably better ones with respect to the social prestige of the firm, job security, the career prospects and therefore the lifetime earnings. In other words, job openings registered at PESO for freshers are more likely to come from larger and better established firms with implicit understanding that they are lifetime jobs.

Given the system and machinery of the occupational counseling and placement service, how well do they serve for the purpose? One of the problems is the fact that in many cases students who take a job at graduation seem to lack the realistic knowledge and understanding of the world of work and the difference between various occupations. This is partly due to the limited time allocated in school to the study of occupations and real work places. Even though students are given the reading materials and information booklets, the class hours allocated to such topics is extremely limited as mentioned earlier. Also, examining the reading materials provided to students, it is striking that the description of occupations are limited to extremely general ones.

Another reason for the weak occupational counseling in schools is the insufficient interest and practical knowledge of the job market held by the home room teachers. Since most of school teachers in Japan have no work experience except in school, they are unfamiliar with the realities

of work places and different occupations. All in all the counseling is mainly limited to which company to apply and to find out the probability of getting the job given the academic and other records of the students and the past records of the students ratings and the chance of success in the screening. What is lacking in the counseling is the career prospects of/respective the line of pursuits. Similar shortcoming is obvious with respect to the academic counseling for those who aspire for higher education. The counselors provide rather elaborate data indicating the relationship between the academic performance of individual students and the probability of success in the entrance examination of various universities. Here again, ultimate choice of occupation or career prospects is entirely lacking.

Figure 1 shows the labor turn-over rate in the first year of fresh junior and senior high school leavers who took a job at graduation. Rather high rate of labor turn-over rate of junior high school leavers can possibly be accounted for partly by the fact that given the young age of the junior high school graduates many of them did not have a proper prospect of the occupational life and partly by the fact that a larger percentage of them get a job in the small sector hence low quality employment than senior high school leavers (Table 5) (Yoshitani 1985).

In Urawa, Saitama, PESO organizes an over-night trip during March for all those junior high school students already accepted for employment. This is partly an orientation program for preparing them for occupational life, which is not necessarily well perceived by these young people and it is partly to celebrate and encourage them before leaving school, since it is generally considered that they are disadvantaged youngsters, hence need a bit of cheer-ups.

II-2-2. Occupational Counseling and Placement Procedures in Senior High Schools.

The percentage of students in senior high schools who seek employment at graduation greatly varies by the nature of the school. In 1984, 26 percent and 77 percent of students of academic and vocational senior high schools respectively took employment at graduation (Ministry of Education 1985:59). Some academic senior high schools are known for a higher rate of university acceptance and they tend to attract those students who aspire for high education. In such schools, a great majority of students go on for a higher level of education, hence in those schools the occupational counseling and placement services are wek or not provided at all.

The number of occupational counselors in a senior high school depends on the number of students who wish to take a job. Thus there is a tendency that occupational senior high schools tend to have a better developed system of placement and occupational guidance.

An academic senior high school in Chiba prefecture where out of about 350 students, 150 and 200 are for employment and further education respectively, had the total of 7 career counselors; one of them is the chief counselor responsible for both occupational/placement and academic streams and 4/academic and 2 for placement guidance. In Chiba Commercial Senior High School there are 6 placement counselors and 4 academic counselors, the latter also cover those planning to go to Senshū Gakkō. This school has a long history as a commercial senior high school and in 1985 had about 300 students for employment and 100 for further education. In Kawaguchi Industrial Senior High School, yet another type of senior high school, there were in 1984 about 260 students for employment and about 30 for further education. This school had 15 placement counselors and 2

academic counselors. In this school these placement counselors are working in three major groups by the area of specialization of students such as mechnical engineering, electronics/electric engineering and public services. In all the schools in addition to counselors, home room teachers work as a direct contact with students in his/her class.

In the carriculum of the typical public senior high schools, the total number of home room classes is 30 hours a year. Some of these home room classes are made use of for learning occupations and the placement. The actual number of classes for this purpose varies from school to school, however, it roughly ranges from 4 to 9 hours per year[8)].

It is common in the senior high schools that they set an annual plan of career counseling for each grade of students. Table 6 presents an example in Chiba Commercial High School quoted from the 120-page Career Handbook prepared by the school. Table 6-1 is the general target of career study by grade and Table 6-2 and -3 are the actual class plan to achieve these gneral objectives.

In most of the schools such counseling plans are only those incorporated in the regular curriculum. However, there usually are a great deal more work to be done associated with career and placement counseling. In Chiba Commercial Senior High School, there are substantial amount of extra inputs for both occupational and academic streams as indicated in the following annual placement calendar[10)].

Middle of June	Class room session on the labor market situation by industry (Financial, manufacturing, commerce and so on).
Late June	Career meeting for parents (General presentation on the prospects of placement and job market followed by individual interviews with career counselors).

(July 1)*	(Employers are now allowed to visit schools wity recruitment cards.)
August	Individual placement interview by placement counselors (about 30 minutes for each student).
September 2	Orientation session for job applicants (Application procedures and how to prepare the papers.)
September 6, 9, & 12	Internal screening of job applicants by placement counselors.
(September 21)	(Schools now can send application papers of students to employers).
September 27	Orientation session for job applicants (Coaching for job interviews).
(October 1)	(Employers may now give screening tests.)
Early November	Orientation session for those offered a job.
Middle of December	Lecture on career choice by invited speakers for all students.

* The schedule indicated in the parentheses are nationallly agreed recruitment schedule applied to all the senior high schools and employers across the country.

In case of senior high schools, the relationship between PESO and career counselors is not as close as it is between junior high school counselors and PESO. Practically all the recruitment cards are brought to individual senior high schools by prospective employers after PESO reviewed them. The less involvement of PESO in the actual placement process is partly due to the sheer number of fresh senior high school leavers going into the job market. Given the limited number of staffs, PESO cannot simply take care of all from senior high schools. The even more important reason is that, given higher level of education in senior high schools than/junior high schools, the employers regard senior high school leavers as an important source of their workforce,hence the capability of this group of their workforce is of vital importance to them.

They are keenly interested in recruiting better candidates.

On the other hand, given the system of competitive admission to senior high schools, the average quality of senior high school students in terms of innate ability as well as the level of learning in school depends very much on which school people went. Employers are aware of this quality difference among different schools and therefore compete each other for better recruits much more vigorously than in the case of junior high school. The relationship between employers and schools is a long term one, hence influencial employers often set a quota of new recruits internally for each senior high school. Competition among employers is so intense that major employers try to recruit a certain number of students every year even during the period of low economy when there is less demand for new school leavers than in normal year.

On the school side, school teachers particularly career counselors try to send their fresh leavers into firms and establishments which are known for high quality employment. This is for the benefits of students as well as for the school, since the established school reputation for good job attract better quality of candidates for admission. Nothing is more enjoyable and easy for teachers than to have a smart student body. Many school counselors try to send the best students to the best employers in the area in order to keep up with the established expectation on the part of the employers.

These factors create a close and lasting relationship between schools and employers and there is not much room for PESO to be involved in this subtle game of the job market. Given such established relationship between the individual schools and employers and the competitive structure of the market, the new schools have a special kind of difficulties before they get themselves established in the job market. T Senior High School[4)] is a school founded in 1983 and the first class of

students left the school this year. Among the total of 350 students in the first class, 90 sought employment. The school appointed the total of 12 career counselors; 6 for placement and 6 for academic stream. The higher ratio of placement counselors to the job seekers represents the school's apprehension over the placement. According to Mr. K. of the school, they began their school publicity campaign from the second year of the school. They prepared a publicity pamphlet of the school for prospective employers. The career counselors visited many PESO's in a number of cities in Chiba and Tokyo, which is their area of the labor market, in order to collect general information and to establish contact with PESO. They sent the school pamphlets to a large number of employers in the area and asked companies to send their recruitment pamphlets. During the summer vacation, career counselors visited many companies to make direct contacts with them. There was a great deal of extra work to be done in this school just because they were unknown in the labor market. School campaign, however, is considered important in well-established schools as well. An old school like Chiba Commercial Senior High School sends their career counselors to 60-70 firms a year to establish or confirm the relationship. Also in Yamazaki Senior High School, they send school publicity pamphlets to firms regularly.

In the T. Senior High School, for 90 students seeking job in the first graduating class, there came about 300 openings for 1986 recruitment. Every one of them could choose one employer from three; but according to Mr. K., the quality of employment offered was not necessarily satisfactory. In Kawaguchi Industrial Senior High School, a well established school of the kind, received about 2500 recruitment cards for the total of about 260 job seekers in 1985. This ratio was about 1500 openings for 300 applicants in Chiba Commercial Senior High School in 1985. According to the counselors, in order to place students in reasonably good firms, it

is usually necessary to have at least four time more openings than the number of applicants.

When a school receives a recruitment cards from employers, they present them to students for review and invite internal applications. When the number of applicants for a certain firm exceeds the number of oppnings offered to the school,career counselors make an internal selection. There is an informal agreement between schools and employers that schools issue only one set of application papers for each student at any one time. This is probably for avoiding the confusion which may occur in the competitive recruitment market when competent candidates are offered a job by more than one employer.

The criteria for internal selection is the performance records of the students and the relative standing of the employer in the job market. For major and reputable employers the school has to send comparably promising candidates. Otherwise the applicant is likely to be rejected, and it may give the employer an impression that the school is not worth recruiting from.

The informal practice of sending the student to only one employer at a time creates difficulties for the school as well as applicants. Since the competition among major employers is so intensive that if some student failed in the first round of screening which begins on October 1, is is likely that the openings still available after this first day of recruiting race are much inferior in the eyes of students as well as career counselors. This means the students and counselors have to exercise good judgement as to the likelihood of being accepted. Either over- or under-shooting produces a serious loss. Mr. Takano, a highly experienced career counselor at Yamazaki Senior High School, stated that the average success rate of students in the company selection is around 70 percent in Tokyo area.

The criteria of selection in screening is not clear. However, the statements by career counselors can be summarized as follows.

Academic performance: Not always important but it is more important in white-collar jobs. Financial institutions seem to have a strong preference for good academic performers.

Physical outlook: Financial institutions apparently place more importance to this quality, especially banks and insurance.

School attendance: This is important for most employers, presumably this represents steadiness and reliability of the person.

Personality: Important quality for service industry. Strongly individualistic personality is avoided by most employers.

Experiences in extra-curricula activities: The membership in the regular sports team in the school is a strong attraction for most employers.

Given the rather tightly controlled structure of the recruitment market, and one-company-at-a-time practice, applicants and their school counselors wish to get some clue on whether or not the applicant will be successful in the final screening. One way for students and the school to get this early message from the firm is to have an informal contact with the firm such as a student's summer visit program to the company. This is a formally recognized program. During the summer vacation, students can apply through their school to visit and inspect a firm for possible application for a job. Here again, it is an informal practice that school arranges such a visit with only one firm at a time. Note that this is prior to September 1, the official opening day for job application. Summer visit program provides a good opprotunity for both applicants as well as recruiters to meet informally. According to the career counselors, some firms at this point notify the school informally whether or not the

the prospective applicant is acceptable.

The most important and direct job market information for students is the recruitment cards, which are complemented by other sources of information such as company brochures and the information collected from the past graduates. Usually there isthe Career Counseling Room in senior high schools which have any substantial number of job seekers. Career counselors are usually present there and available for prospective employers, parents or students to see. Also career counseling room usually holds a large collection of company brochures and recruitment pamphlets which are open for students.

Another similar type of information source is what can be called registers of employment opprotunities for fresh senior high school leavers published by such organizations as Japan Recruit Center, Nihon Keizai Shimbun-sha and so on. These are colorful and heavy volumes full of company and recruitment information free of charge for students. Japan Recruit Center for example is not an employment agency as such, but a substantial proportion of their business come from the advertisement sales in register of recruitment information and planning and producing company recruitment pamphlets. The advertisements in recruitment magazines and newspapers have little appeal to fresh senior high school leavers as in the case of junior high school students.

Another type of information is the records of the past graduates of the school. Career counselors systematically collect the individual records of the past students, such as records of school performance, extra-curricula activities, results of aptitude tests, attendance records and so on, and which firm they were accepted or turned down by which. On the basis of such data, presumably a counselor can make a learned estimate of the probability of success given the name of the firm and

the personal records of the applicant. With respect to the evaluation of the employers from the side of the applicants and the school, many schools run a survey of the recent graduates to have them report on their experiences in the process of recruitment and selection, working conditions of the firm, what they like or dislike about the firm and so on. The files of the survey results are accessible for students.

The apparent mismatching of students and jobs is less serious compared to the case of junior high school leavers as indicated in Fig. 1. According to Mr. Furuya of Chiba Commercial Senior High School, about 1-2 percent of separation cases occur to their graduates during their first year of work. The most common reasons for separation is reported to be human relations problems.

Compared to junior high schools, the career counseling is taken more seriously in senior high schools. However, like in junior high schools, it seems that the counseling for long term career choice is lacking; the focus of attention is on placement and what kind of career can one expect over the long-run is not at all asked. In case of senior high school graduates, particularly those finishing academic course, the occupational career depends almost entirely on the kind of jobs they are assigned, and the subsequent learning through experiences in the comapny career. But nowhere in the reading materials nor in the class room sessions, the job career in the long run is seriously studied. Peoples percention of the world of occupation is very much limited to the entry point. This is due to the fact that for most Japanese occupation is not so much to select oneself as to be given in the course of the working life according to the need of the company where they are likely to spend all their working life. To them the security of the job and the working conditions are by far more important than what kind of job they do.

III. Occupational Counseling and Placement Procedures in Colleges[11].

With the higher level of education and expected roles in the work places, the college job market is more individualized than that of senior high schools. The employers and individual applicants come more direct contact in the process of the labor market with the college placement office as well as PESO having less direct involvement in that process than in the case of senior high schools. PESO, especially their local offices, have only marginal relations with college placement offices and even less relations with individual employers. However, there is a special public service for college graduates who are finishing their education in urban areas and wishing to go back to home towns for employment. There were 54 public placement centers exclusively for fresh college graduates all over the country in 1985. Some of them are operated by the Ministry of Labor and many others by prefectural government. The college placement offices in March every year send such statistical information on their placement results to local PESO office as the total number of graduates of the year, the number of those who sought a job at graduation, and the number of those placed by industry and occupation.

Another difference from high schools is the degree of involvement of placement offices of colleges in the recruitment procedures. National and public universities or those operated by the central and local governments respectively have no independent office or staffs for placement. The staffs of the office of student affairs are marginally involved in the placement activities in most government universties. They seem to take the position that the placement of graduates is not the function of the universities (Matsu-ura 1978:192).

However, for the private universities what sort of jobs their graduates got has a great attraction for the prospective students. Given

the trend of decreasing population of young age groups in the near future and the loose labor market in recent years, a great pressure is being felt by private institutions to establish their reputation as a good avenue to good jobs.

The private universities and colleges usually have an independent office of placement with full time administrative staffs. For the general policy-making and long-term plannings, a committee consists of faculty members and placement staffs is usually established.

The major functions of the placement office in private colleges is occupational and placement guidance for students, providing information on employers, personal counseling, and publicity campaign for prospective employers(Kobayashi & Watanabe 1985:40). In most private colleges, it seems that the major role of placement office is administrative works and information collection rather than personal counseling, although career counselors are available for students whenever they need personal counseling. The placement office of the Tokyo University of Economics sends publicity pamphlet of the university with the form of recruitment card[12] to more than 9000 employers every year asking them to return the recruitment cards. According to Mr. Suizu, the chief of the placement office, they receive about 7000 responses.

There are three different ways by which students submit application papers to employers according to the Handbook of Placement of Tokyo University of Economics. First, open application namely the employer accepts all applications from any university even when the employer did not send their recruitment card to the university. Second, application through university placement office. In this one, the applicants have to apply to the placement office of their university and when there are more number of applicants than that of openings offered to the university, the placement office makes an internal selection of the candidates and send

the papers with a formal letter of reference issued by the university. Third, applicants accepted through personal reference. The most of the employers recruit fresh college graduates by the open system. The applications through university is rather rare. The most employers which accept applicantion through personal reference usually accept open applications as well.

In the Tokyo University of Economics the total number of staffs in the placement office is 8 with roughly 2000 students graduate every year. In most colleges placement office has a well maintained information center of a large number of employers files. They contain such information as company publicity pamphlets, recruitment card and the past examination papers. Also in this information center, in-coming recruitment cards are all displayed for review. Also for facilitating the students to contact the past graduates in different firms, there usually is a list of them by firms and the year of graduation.

Like in senior high schools, most private colleges set an annual calendar of placement operations. In Tokyo University of Economics, for example, the annual schedule for 1986 graduates is as follows.

December 15, 1984. The first guidance meeting. Reports and analysis of the placement results of the last year.

February 9, 1985. The second guidance meeting. Understanding oneself and how to write a short essay*.

April 6. The third guidance meeting. Handbook of Placement and palcement registration cards to be completed.

Middle of April. Counselors interviews (3-5 minutes interview of all job seekers by career counselors).

Middle of April. Aptitude and personality tests for those who wished them.

June 1. Results of aptitude and personality tests. How to read them.

Early June.	Job market analysis by industry.
June 29.	The fourth guidance meeting. The techniqu of writing a short essay*.
Ausgust 30.	The fifth guidance meeting.

* The technique of writing a short essay is considered important in the process of placement, since many employers give writing test as part of the screening test.

The labor market in Japan can be characterized as short of labor supply since early 1960's and the competition among employers particularly for freshers was intensified ever since. In order to keep "order" in the fresher labor market employers and universities formed an agreement with the Ministry of Education and the Minsitry of Labor as mediators. Since the agreement is a gentleman's agreement with no penalty for violation, it has often been ignored or violated by a number of firms and repeatedly reconfirmed by employers to observe it. As of 1985, the agreement is that the direct contact betwemn students and employers is open on October 1 and screening test is open on November 1. However, in 1985 since with the favourable business forcast, competition among employers for fresh college graduates was more intense than ever before resulting in a unusually large number of violations of the agreement occurred. According to a survey about 77 percent of graduating students had already been notified, "informally" though, by firms that they will be accepted (Nihon Keizai Shimbun,Novermber 2, 1985). According to yet another survey (Nihon Keizai Shimbun, Novermber 9,1985) the great majority of students began to visit firms in June and July looking for employment opportunity.

The agreement of recruitment was that the screening test can be given November 1 and on. But in reality, better candidates long before this date got the "informal" confirmation of employment through direct con-

tacts with the personnel staffs of the firm, after going though unofficial screening process which may be a series of interviews by company staffs at various levels including mambers of board of directors. Since typical students visited average of 14 firms during summer (Nihon Keizai Shimbun, November 2, 1985) for direct contact, it is likely to happen that promissing candidates get confirmation of employment from more than two firms. Recruiting firms in order to make sure those students will not be snatched away by other firms, often invite after giving out the confirmation the candidates to remote places for recreation trip during the period of active recruitment operation.

All these incidents indicate that intense recruitment competition among employers make it practically impossible to control the college labor market. However, it is interesting that given this much of competition, there is no firm which may venture to offer a higher salary to new graduates.

The sources of information on college job market are more diversified than in the case of senior high school students. One important source of information for college students is recruitment cords received by the placement office of the college. Secondly, there is a flux of recruitment information registers published by Japan Recruit Center and similar commercial organizations, which are sent free of charge to students. Thirdly, students are free to visit a firm to see personnel staffs of firms and can have intimate information of the firm.

Like high school students, however, it is questionable to what extent college students get to know about the possible career path before they go into the labor market. But it may be due to the difficulty to have a long-term perspectives of occupational life particularly in Japan. At least for those going into a large corporation for a lifetime job, the

career path is not so much determined by the one's own choice as by the need of the employer. In addition to this Japanese peculiarity, the rapidly changing technology is likely to obscure the whole picture and necessitate the unpredictable inter-occupational moves.

IV. Summary and Discussion.

(1) One of the striking facts about the labor market of the young people in Japan is the extremely rigid segmentation by whether or not people fresh graduates. Interesting question is whether it is a theoretical phenomenon or social/cultural one.

(2) The freedom of the sellers of labor and that of buyers in lesser degree are rather tightly controlled by social institutions mainly in favour of buyers. The implication of such social structure is an interesting point to explore.

(3) Job seekers at all levels of educational background have rather limited information with respect to the career path. Also they seem to have little consciousness of making an occupational choice.

(4) The mechnism of the market clearance almost entirely depends on the allocative or distributive adjustment and for unknown reasons the sign of price adjustment is hardly evident. This is conspicuous given the intensity of competition among employers for better talented recruits.

(5) The great and sudden popularity of Senshū Gakkō is an extremely interesting topic of inquiry in relations with the question of to what extent the Japanese fresher labor market is or has been changing. According to the career counselors in senior high schools, however, the quality of training in many Senshū Gakkō is sub-standard and in their view, the strong demand for such training programs is not well served by the existing institutions. What kind of career with

with respect to social status and actual promotion in organizations can the Senshū Gakkō graduates achieve? It is certain after all that sudden expansion of Senshū Gakkō indicates that Japan stands at the beginning of a great transition period of the labor market.

Table 1. The Relative Importance of Different Types of Schools: The Number of Schools and Students, 1979.

(The number of students in 1,000; percent)

Establishing body / Type of school	Total		Central Government		Local Governments		Private Bodies	
	Number of schools	Number of students	Number of schools	Number of students	Number of schools	Number of students	Number of schools	Number of students
Primary school	24,899 (100.0)	11,629 (100.0)	71 (0.3)	46 (0.4)	24,662 (99.0)	11,523 (99.1)	166 (0.7)	60 (0.5)
Junior high school	10,746 (100.0)	4,967 (100.0)	76 (0.7)	36 (0.7)	10,118 (94.2)	4,780 (96.2)	552 (5.1)	151 (3.0)
Senior high school	5,135 (100.0)	4,485 (100.0)	17 (0.3)	10 (0.2)	3,885 (75.7)	3,211 (71.6)	1,233 (24.0)	1,263 (28.2)
Higher technical school	62 (100.0)	46 (100.0)	54 (87.1)	39 (84.7)	4 (6.5)	4 (8.6)	4 (6.5)	3 (6.7)
Junior college	518 (100.0)	374 (100.0)	34 (6.6)	14 (3.8)	49 (9.5)	19 (5.1)	435 (84.0)	341 (91.1)
University	443 (100.0)	1,846 (100.0)	92 (20.8)	398 (21.6)	33 (7.4)	52 (2.8)	318 (71.8)	1,396 (75.6)
Senshū gakkō	2,387 (100.0)	416 (100.0)	194 (8.1)	16 (3.8)	133 (5.6)	19 (4.5)	2,060 (86.3)	382 (91.8)
Kakushu gakkō	5,508 (100.0)	771 (100.0)	12 (0.2)	0.2 (0)	175 (3.2)	15 (2.0)	5,321 (96.6)	756 (98.2)

Source: Ministry of Education. Summary Statistics of Education, 1980.

Note: There are some special schools for the blind, deaf and the handicapped, and correspondence schools which are not included in this table.

Table 2. The Choice of Junior and Senior High School Graduates at Graduation.

(In percent)

Year	Junior high school graduates		Senior high school graduates	
	Rate of entry to senior high school	Percentage of those seeking job	Rate of entry to higher education	Percentage of those seeking job
1955	51.5	42.0	10.1	47.6
1960	57.7	38.6	10.3	61.3
1965	70.7	26.5	17.1	60.4
1970	82.1	16.3	24.0	58.2
1975	91.9	5.9	38.4	44.6
1979	94.0	4.0	37.9	42.7

Source: Ministry of Education. Summary Statistics of Education, 1980. Pp.142-144.

Table 3. The Flow of Different Educational Groups into the Labor Force and the Average Annual Rate of Increase (in parentheses).

(In 1,000 persons and pecent)

Year	Junior high school	Senior high school	Higher education			Labor force and its annual average rate of increase
			Junior college	University	Graduate school	
1955	806	584	29	97	-	41,940
1960	798 (-0.2)	779 (5.9)	30 (0.7)	123 (4.9)	-	45,110 (1.5)
1965	769 (-0.9)	876 (3.0)	57 (13.7)	169 (6.6)	5	47,870 (1.2)
1970	355 (-17.6)	1,077 (5.3)	121 (16.2)	254 (8.5)	10 (14.9)	51,530 (1.5)
1975	158 (-18.3)	889 (-4.9)	150 (4.4)	330 (5.4)	13 (5.4)	53,230 (0.7)
1979	99 (-11.0)	672 (-6.8)	160 (1.6)	359 (2.1)	16 (5.3)	55.960 (1.3)

Source: Ministry of Education. Summary Statistics of Education, 1980. Labor force statistics from the Office of the Prime Minister, Labor Force Survey, 1983.

Note: 1) The number of junior and senior high school graduates were estimated by subtracting from the total number of graduates the number of graduates who went on for higher level of education.
2) The college and junior college graduates are the total number of those who graduated.
3) The average annual rate of growth is for the preceding five years except 1975-79 period. For example, junior high school graduates increased annually at a constant rate of -11.0 between 1975 and 1979.

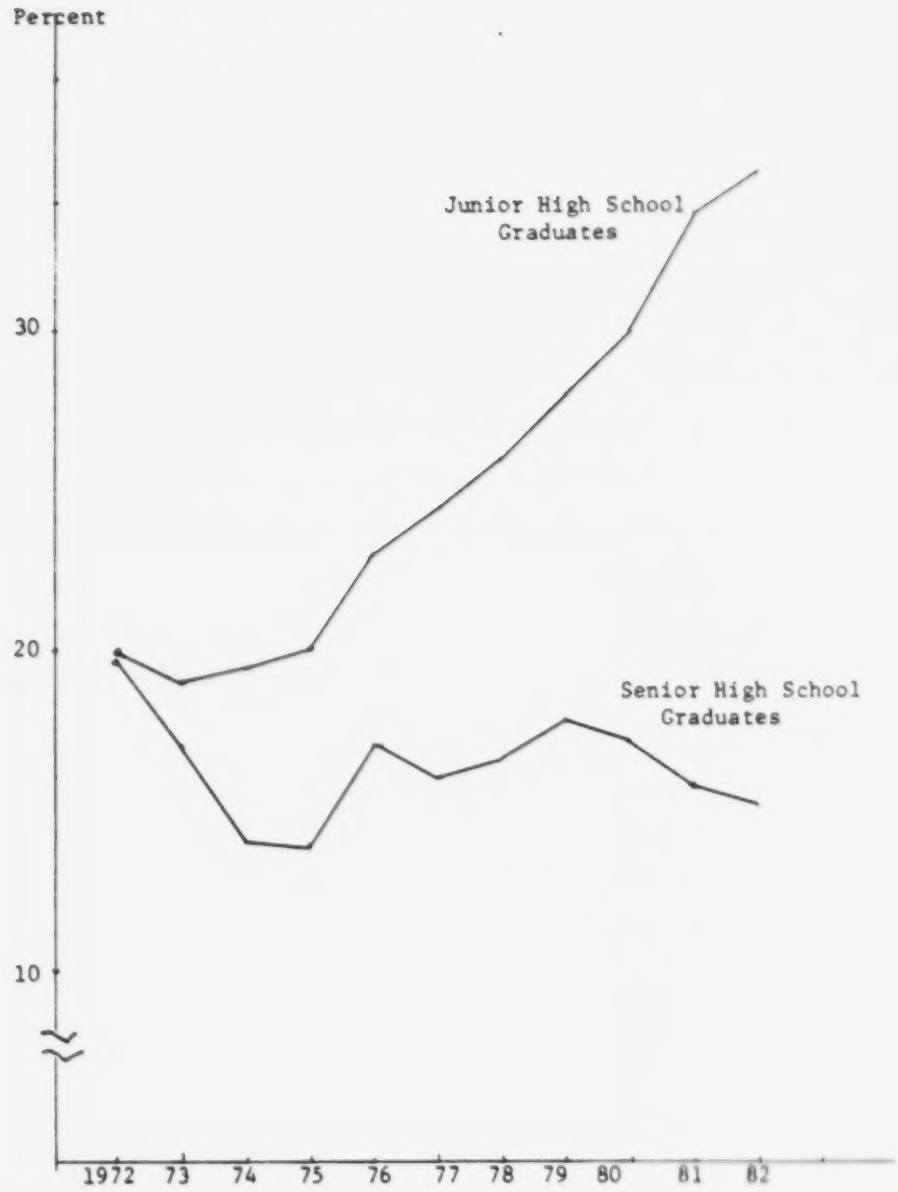
Table 4. Distribution of Senior High School Students by Type of Curriculum.

(In percent and 100 persons)

Year	Total	General course	Agri-culture	Technical	Commerce	Fishery	Home economics	Welfare & nursing	Others
1950	100.0 (19,110)	65.2	9.4	9.3	9.5	0.4	6.0	-	0.2
1960	100.0 (32,259)	58.3	6.7	10.0	16.5	0.5	7.8	-	0.2
1970	100.0 (42,228)	58.5	5.3	13.4	16.4	0.4	5.2	-	0.8
1979	100.0 (48,859)	67.3	4.0	10.5	12.8	0.4	3.7	0.6	0.7

Source: Ministry of Education. Summary Statistics of Education, 1980. Pp.54-55

Figure 1. The Separation Rate of the New Junior and Senior High School Graduates in Their First Year of Work, 1972-1982.



Source: The Ministry of Labor, The Labor Market Center. Survey of Accessions and Separations of Fresh Junior & Senior High School Graduates (Various years).

Table 5. The Size Distribution of the Establishments; The First Job of Fresh Graduates from Junior & Senior High Schools, 1978.

(In Persons & Percent)

Size of establishments *	Junior High School			Senior High School		
	Total	Male	Female	Total	Male	Female
Less than 29	16,441 (33.2)	9,364 (42.1)	7,077 (25.9)	64,110 (13.4)	26,654 (13.4)	37,456 (13.5)
30 - 99	9,266 (18.7)	5,508 (24.9)	3,758 (13.7)	86,633 (18.1)	38,422 (19.3)	48,211 (17.3)
100 - 299	8,740 (17.7)	3,918 (17.7)	4,822 (17.6)	95,846 (20.1)	42,394 (21.3)	53,452 (19.2)
300 - 499	3,696 (7.5)	821 (3.7)	2,875 (10.5)	46,012 (9.6)	19,580 (9.8)	26,432 (9.5)
500 - 999	6,709 (13.6)	701 (3.2)	6,008 (22.0)	52,783 (11.1)	20,656 (10.4)	32,127 (11.6)
1000 and more	4,611 (9.3)	1,794 (8.1)	2,817 (10.3)	132,024 (27.7)	51,646 (25.9)	80,375 (28.9)
Total	49,463(100.0)	22,106(100.0)	27,353(100.0)	477,408(100.0)	199,355(100.0)	278,053(100.0)

Source: The Ministry of Labor, Bureau of Employment ed., The Labor Market in the Postwar Period Viewed from the Employment Security Statistics. Vols. 4. Data for Junior High School, vol. 3:59, and data for Senior High School, vol. 3:83.

Note: * The size of establishments by the number of employees.

Table 6-1. The Targets of Career Study by Grade. Chiba Commercial Senior High School.

Grade	The targets fo career study	The number of hours allocated
1	Understanding oneself in terms of special talent and/or occupational interests. Development of interests in career choice.	5-8
2	Understanding different occupations, industries and institutions of higher education. Begin to think of career choice seriously.	5-8
3	Making a choice of career and make students prepare themselves for selecting employer and for a new life of work.	8

Source: Chiba Commercial Senior High School, Career Handbook, 25th ed. 1985.

Table 6-2. Implementation Plan of Career Counseling in the Formal Curriculum. Chiba Commercial Senior High School.

Semester	Grade 1		Grade 2	
	Programs	Allocated hours	Programs	Allocated hours
I	Survey of career plan (all students) Examination of the results of YG aptitude test Career choices of the past students (Plenary home room) Think about oneself (Career Note)[9]	2-3	Survey of career plan (all students) Examination of the results of DSCP test Study of industries and occupations Choices made by past students (Career Note & Career Handbook)	3-4
II	Purpose and significance of working (Career Note) On career choice (Plenary home room)	2-3	Personality and aptitude (Career Note) Career choice based on individual aptitude	1-2
III	Examination of the career choice of the past students (Plenary home room)	1-2	Further discussion on the career plan of individual students (Career Note) Visit the career counseling room of the school	1-2
Total allocated hours		5-8		5-8

Source: The same as Table 6-1.

Table 6-3. Implementation Plan of Career Counseling in the Formal Curriculum. Chiba Commercial Senior High School.
(Third Grade)

Grade 3				
Month	Programs for job seekers	Allocated hours	Programs for those for further education	Allocated hours
4	Survey of career plan of all students	1	Survey of education/career plan of all students	1
	Placements results of the last graduating class (Plenary home room)	1	University acceptance records of the last graduating class	1
5	Completion of career counseling card	1	Completion of career counseling card	1
	Occupational aptitude test	1	Occupational aptitude test	1
6	Meet the past graduates by different lines of business such as financing, manufacturing, commerce, etc.	1	Meet the past graduates	1
	Learn the factors important in career choice (Career Note)	1	Learn the factors important in career choice (Career Note)	1
	Audio visual session on Occupation and Career	1	Audio visual session on Occupation and Career	1
7	How to read the recruitment cards and selection of the firm to apply (Plenary home room)	1	Study plan during the summer and the selection of colleges & other institutions to apply	1
9	Preparing oneself for applying for job (Career Note)	1	Making a career choice (Career Note)	1
11	Preparing oneself for going into the world of work (Career Note) (Plenary home room)	1	Preparing oneself for applying to colleges and other institutions (Career Note)	1
1	Adopting oneself to occupational life (Career Note)	1	Adopting oneself to a new school life (Career Note)	1
Total hours allocated		11		11

Source: The same as Table 6-1.

Footnote.

1) See footnote 4) for the list of the schools where an interview with the career counselor was conducted by the present writer.

2) "Schools" in this context are formal schools defined in the School Education Law. See "I-1. School System in Japan".

3) In the recruitment card, the employers are legally required to indicate the nature of the work, the amount of wages or salary, working hours and other working conditions (Employment Security Law, Art. 18).

4) In addition to the published decuments, information on the real practice of career counseling was collected by the present author's interviewing the career counselors in the following schools. He is grateful for these teachers for giving him their time and knowledge.

Mr. Mitsuo Sakamoto
Harayama Junior High School
Urawa City, Saitama Prefecture

Mr. Yūgo Furuya
Chiba Commercial Senior High School
Chiba City, Chiba Prefecture

Mr. Kazuo Soeda
Kawaguchi Industrial Senior High School
Kawaguchi City, Saitama Prefecture

Mr. Shigehiro Takano
Yamazaki Senior High School
Machida City, Tokyo

Mr. K.
T Senior High School
T City, Chiba Prefecture
(Mr. K wished anonymity.)

5) The most of public junior and senior high schools are financed and managed by local governments; junior high schools mostly by municipal and senior high schools mostly by prefectural government. (See Table 1)

6) Japanese junior and senior high schools are operated on 3-semester system with the first semester runs from April to July, the second semester from September to December and the third semester from January to March. The recruitment of fresh school leavers occurs from autumn of the previous year.

7) There are several specialized recruitment magazines, such as Weekly, Albeit News, Travail and Beruf, most of which are weekly publications.

8) Data from my interviews with senior high school occupational counselors and internal documents of schools.

9) In Chiba Commercial Senior High School, they make use of Career Note; For Career Planning of Senior High School Students edited by National Association of Senior High School Career Counseling. It is a 50-page publication for each grade and includes the guidelines and hints to understand oneself with respect to personality, occupational aptitude and interests, the overview of different occupations and qualifications, various types of further education and where they are available and so on.

10) The annual calendar for students in academic stream is omitted. Quoted from Chiba Commercial Senior High School, Career Handbook, 25th ed., 1985:9.

11) Mr. Yoshimi Suizu, Chief Placement Counselor, at Tokyo University of Economcis was interviewed by the present author for the operation of occupational counseling and placement services at the university level. This university is lecated in the subarbs of Tokyo and a private institution with the total number of students of about 8000 of which 800 in night courses.

12) Private universities use the uniform form of recruitment card which is prepared by the National Association of Private Universities. The form has the space for such information as the name and place of the employer, the description of their business, the amount of paid capital, the number of employees, the terms of employment including salary, type of jobs offered, working hours, and the procedures of recruitment including the methods and place of selection, deadlines for application and screening.

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